

005.03 Special Education Leader

005.03A Grade Levels: Birth - age 21

005.03B Endorsement Type: Field / Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, age birth through age 21.

005.03D Certification Endorsement Requirements: The Special Education Leader endorsement shall require a minimum of 36 graduate semester hours in coursework related to special education administration.

005.03E Additional Requirements: The applicant for admission to the program of study leading to this endorsement must:

005.03E1 Have or be eligible to hold a valid regular teaching certificate with a Special Education endorsement; and

005.03E2 Have completed two (2) years of ~~special education~~ teaching or provided special education services in an approved or accredited school system or school.

005.03F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide Special Education Leader candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC), Advanced Preparation Standards (2012) and the Advanced Special Education Administrator Specialty Set (2013).

Advanced Standard 1. Assessment

Special education specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education specialists minimize bias in assessment.

Element 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (Advanced Common Core Indicators are assumed.)

(SEA1 K1) Models, theories, and practices used to evaluate educational programs and personnel serving individuals with disabilities and their families.

(SEA1 S1) Advocates for and implements procedures for the participation of individuals with disabilities in accountability systems.

(SEA1 S2) Develops and implements ongoing evaluations of education programs and personnel.

(SEA1 S3) Designs and implements evaluation procedures that improve instructional content and practices.

Advanced Standard 2. Curricular Content Knowledge

Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with disabilities.

Element 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

Indicators include, but are not limited to:

(SEA2 K1) Instruction and services needed to support access to the general curriculum for individuals with disabilities.

(SEA2 K2) Develops and implements an administrative plan that supports the use of instructional and assistive technologies.

(SEA2 K3) Provides ongoing supervision of personnel working with individuals with disabilities and their families.

Advanced Standard 3. Programs, Services, and Outcomes

Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

(SEA3 K1) Programs and services within the general curriculum to achieve positive school outcomes for individuals with disabilities.

(SEA3 K2) Programs and strategies that promote positive school engagement for individuals with disabilities.

(SEA3 S1) Develops and implements a flexible continuum of services based on effective practices for individuals with disabilities and their families.

(SEA3 S2) Develops and implements programs and services that contribute to the prevention of unnecessary referrals.

(SEA3 S3) Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals and their families.

Advanced Standard 4. Research and Inquiry

Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Special education specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

- (SEA4 K1) Research in administrative practices that supports individuals with disabilities and their families.
- (SEA4 S1) Engages in data-based decision-making for the administration of educational programs and services that supports individuals with disabilities and their families.
- (SEA4 S2) Joins and participates in professional administrative organizations to guide administrative practices when working with individuals with disabilities and their families.

Advanced Standard 5. Leadership and Policy

Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Special education specialists support and use linguistically and culturally responsive practices.

Element 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SEA5 K1) Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with disabilities and their families.
- (SEA5 K2) Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with disabilities and their families.
- (SEA5 K3) Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with disabilities and their families.

- (SEA5 S1) Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with disabilities and their families.
- (SEA5 S2) Applies leadership, organization, and systems change theory to the provision of services for individuals with disabilities and their families.
- (SEA5 S3) Develops a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with disabilities and their families.
- (SEA5 S4) Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with disabilities and their families.
- (SEA5 S5) Communicates a personal inclusive vision and mission for meeting the needs of individuals with disabilities and their families.

Advanced Standard 6. Professional and Ethical Practice

Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
- Element 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- Element 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- Element 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Special education specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

- (SEA6 K1) Ethical theories and practices as they apply to the administration of programs and services with individuals with disabilities and their families.

- (SEA6 K2) Adult learning theories and models as they apply to professional development programs.
- (SEA6 K3) Professional development theories and practices that improve instruction and instructional content for individuals with disabilities.
- (SEA6 K4) Impact of diversity on educational programming expectations for individuals with disabilities.
- (SEA6 K5) Principles of representative governance that support the system of special education administration.
- (SEA6 S1) Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with disabilities and their families.
- (SEA6 S2) Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with disabilities and their families.

Advanced Standard 7. Collaboration

Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

- Element 7.1 Special education specialists use culturally responsive practices to enhance collaboration.
- Element 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.
- Element 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- (SEA7 K1) Collaborative theories and practices that support the administration of programs and services for with individuals with disabilities and their families.
- (SEA7 K2) Administrative theories and models that facilitate communication among all stakeholders.
- (SEA7 K3) Importance and relevance of advocacy at the local, state, and national level for individuals with disabilities and their families.
- (SEA7 S1) Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation.
- (SEA7 S2) Strengthens the role of parent and advocacy organizations as they support individuals with disabilities and their families.
- (SEA7 S3) Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with disabilities and their families.
- (SEA7 S4) Develops seamless transitions of individuals with disabilities across educational continuum and other programs from birth through adulthood.

- (SEA7 S5) Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders.
- (SEA7 S6) Engages in leadership practices that support shared decision making.
- (SEA7 S7) Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with disabilities.
- (SEA7 S8) Consults and collaborates in administrative and instructional decisions at the school and district levels.

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